

Childminder Report

Inspection date

1 February 2016

Previous inspection date

6 April 2011

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The childminder has an exceptional commitment to her professional development. She is working towards higher level qualifications. She uses her excellent knowledge to provide an extensive range of exciting and motivating learning experiences for all children.
- Partnerships with parents are superb. They are involved in their children's learning at all levels. They comment that the wealth of the information they receive from the childminder is, 'The next best thing to being with their child'. The childminder closely monitors children's progress and all assessments are precise and accurate.
- Excellent partnerships with schools are in place. Information about children's learning is shared so that they all receive complementary experiences to build on their developing skills. Disabled children and those with special educational needs also enjoy one-to-one swimming sessions and ice skating.
- First-rate teaching skills encourage children to think critically, solve problems and persevere with tasks. Children are making rapid progress in all areas of learning, with most exceeding expected targets. Where children's starting points are below those expected for their age, the gaps are very quickly narrowing.
- The childminder has a superb understanding of how to support children's emotional needs. Excellent arrangements to help children settle and to move on with confidence are in place. Children's care is carefully planned from the outset, using detailed information about their individual needs and interests.
- A variety of cultures are fully embraced through a vast range of learning experiences. For example, children use Yuan as a form of currency in their role play.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the links with other providers to share and disseminate exceptional practice.

Inspection activities

- The inspector observed activities in the childminder's home, both inside and in the garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents from the childminder's review of her practice.
- The inspector looked at children's records, discussed planning, and looked at a range of other documentation, including policies and procedures.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is outstanding

The extremely knowledgeable childminder provides a welcoming and very stimulating environment for young children. She supports and challenges children to make the very best possible progress. She has an extensive understanding about how high-quality teaching improves outcomes for children. Safeguarding is effective. Rigorously implemented policies and procedures protect children from harm and ensure that their welfare is given top priority. Detailed scrutiny of her practice, in which children and parents are fully involved, is highly successful. The childminder uses feedback to set clear targets that help her to continually enhance her service. One example of this is the improvement she has made to how information about children's care and learning is shared. The childminder continues to increase her superb knowledge and understanding through wide-ranging reading and study. She has established some partnerships with other providers to share excellent practice and there is more scope to build on this.

Quality of teaching, learning and assessment is outstanding

Children respond exceptionally well to the childminder's enthusiasm and exemplary teaching. Her perceptive observations of children's play help her to skilfully question and explore their knowledge. Early mathematics is promoted throughout. The childminder helps children to think and analyse, for example, when she asks them how they can share four bananas between five monkeys. The childminder has innovative ways to promote children's home languages alongside English. Even the youngest children use basic words in different languages. Children learn how stories are structured and predict endings. The childminder monitors children's achievements very closely. She uses her observations to help her build on their strengths and quickly address any gaps in their development.

Personal development, behaviour and welfare are outstanding

Children are self-assured and relaxed in the childminder's home. They are keen to share their learning experiences as they look through photographs of themselves and their friends. The childminder provides excellent opportunities for children to explore the world outside. They enjoy blustery days, where they investigate the effect of wind on nature and examine spider webs using magnifying glasses. The childminder teaches children how to manage their own safety. Older children are involved in reviewing risk assessments. They identify what things they think might be dangerous to babies. Children's understanding of staying healthy is effectively promoted through daily routines. Children regularly meet with a wider group of friends and enjoy exciting activities in their local community, such as visits to the farm.

Outcomes for children are outstanding

Children develop a love of learning and confidently embrace new challenges. They make outstanding progress from their starting points. They develop excellent language skills, and display high levels of self-confidence and independence. They are fully prepared for their future learning, including the move on to school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY413603 |
| Local authority | Barnsley |
| Inspection number | 851416 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 5 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 6 April 2011 |
| Telephone number | |

The childminder registered in 2010 and lives in Barnsley. During term time, she operates Monday to Friday from 7.30am to 6pm. During school holidays, she provides a short-break service for disabled children and those with special educational needs. The childminder holds a relevant qualification at level 5.

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